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ABSTRACT

This study was designed to answer the following question: which of four commonly used art styles (photographic, representational, cartoon, and expressionistic), employed in children's tradebooks, would first, second, and third grade children prefer when (a) pictures only were viewed, and (b) text content (informational or fanciful) accompanied presentation of the pictures? The effects of sex and grade level on differences were also investigated. Subjects (N=225) were randomly assigned to four treatment groups, in each of which presentation of the two conditions was varied. For example, Group 1 was first presented with pictures only and then with pictures and informational text while Group 2 was first presented with pictures only and then with pictures and fanciful text. In each condition the set of pictures given to each subject reflected the four different art styles. Subjects were asked to rank order their preferences for these styles on a 4-point scale. Results supported the hypotheses that styles, text content, and grade level would affect picture preferences. Results were interpreted as providing some support for the viewpoint that illustrative style should be chosen to complement literary content. (Author/MP)

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THE INFLUENCE OF STYLES, TEXT CONTENT, SEX, AND GRADE
LEVEL ON FIRST, SECOND, AND THIRD GRADE
CHILDREN'S PREFERENCES FOR ARTISTIC STYLE

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ABSTRACT

This investigation focused on the differences between children's preferences for art styles, when (a) pictures only were viewed, and (b) text content accompanied presentation of pictures. The effects of sex and grade level on the differences in preferences for styles were also investigated. Results supported the conclusion that styles, text content, and grade level affected picture preferences. Results were interpreted as providing some support for the viewpoint that illustrative style should be chosen to complement literary content.

Since the 1920's researchers have addressed the question of children's preferences for elements of pictorial design, such as artistic style, color, and subject content, in children's books. Implicit in these investigations has been the assumption that pictorial illustrations, designed with knowledge of children's preferences, should be more effective in capturing children's attention, thus increasing the probability that accompanying text will be read. Little recent systematic research has been carried out in addressing elementary school students' preferences for artistic styles, commonly employed in tradebooks. Research reviewed, however, concluded that artistic style is a factor influencing children's picture preferences. Specifically, the majority of studies concluded that realism, through the use of photographic or realistic art, was preferred by elementary school children (Mellinger, 1932; Miller, 1936; Rudisill, 1952; Bou and Lopez, 1953; Bencetic, 1959; Amsden, 1960; Rump and Southgate, 1967; Clegg, 1968; Storey, 1977; Hummel, 1977; Hardiman, 1977; and Myatt and Carter, 1979). In studies in which the photographic style was the most realistic style included, children preferred the photograph (Rudisill, 1952; Amsden, 1960; Sloan, 1971; and Myatt and Carter, 1979). In these studies, the representational style was ranked as second choice. In studies in which the representational style was the most realistic style employed, children preferred the representational style (Mellinger, 1932; Bou and Lopez, 1953; Bencetic, 1959; Lam, 1966; Rump and Southgate, 1967; Clegg, 1968; Storey, 1977; Hummel, 1977; and Hardiman, 1977). Of the above studies, however, few included the cartoon style. Studies by Lam (1966), Sloan (1971), and Myatt and Carter (1979) included the cartoon style which was not ranked as first or second choice.

Sloan's study was the only study to employ the expressionistic style to date. Again, the expressionistic style was not preferred as first or second choice. Stewig (1972) in his examination of earlier research noted that many studies were old and suffered from inadequately controlled variables, incomplete reporting, and a variety of sample problems. The present study was designed to overcome these difficulties.

Groff (1977) also noted a fundamental weakness in the design of research reviewed in sixteen studies. In all surveys reviewed, children were asked to comment on illustrations or parts of illustrations in isolation from accompanying text material. He called for further research to explore the relationship between text material and children's preferences for style. Do children prefer different artistic styles with different types of text content? A limited research base suggests that they do. Studies by Sloan (1971) and Groff (1977) confirmed the hypothesis that text content affected children's rank preferences for styles. In Sloan's study, which included second and fifth graders, children equally preferred the photographic and representational styles with informational content and expressionistic style with narrative text. Lucas's study suggested that preference for styles varied with different literary forms. For example, fifth graders preferred photographs with biography. This relationship was further tested in this investigation.

The effects of sex and grade level on the differences in children's preferences for styles was also investigated. The majority of studies reviewed concluded that sex was not a factor influencing children's rank preference scores for styles. These included studies by Bou and Lopez (1953),

Bencetic (1959), Lam (1966), Rump and Southgate (1967), Clegg (1968), Hummel (1977), Hardiman (1977), and Lucas (1977). A limited research base, primarily the study by Myatt and Carter (1979), suggested that sex differences were found in boys' and girls' preferences for the photograph. Sloan (1971) in a post hoc analysis of her study of the effect of text content on children's preferences for styles concluded that sex may have been a factor influencing results, although not included in the original design. For this reason, sex was investigated in the present study.

In the majority of studies reviewed for investigation, grade level was not suggested as a factor influencing children's preferences for styles, when the task assigned was to choose from a series of pictures. These included studies by Bou and Lopez (1953), Miller (1936), Rudisill (1952), Bencetic (1959), Rump and Southgate (1967), Sloan (1971), Hummel (1977), and Myatt and Carter (1979). These investigations included grades one through six. Some investigators noted greater variation in style preferences for first graders. This result was noted by Myatt and Carter (1979). Sloan (1971), the only researcher to investigate the effects of grade level on preferences for style when text accompanied pictures, found no differences between second and fifth graders. No studies to date have included first, second, and third grade children, when pictures accompanied text. For this reason, grade level was included in the investigation.

Given the heavy usage of pictorial illustrations in picture books and other tradebooks for primary school audiences, further investigation of primary children's preferences for varying artistic styles, with and without accompanying text, seemed warranted. The present study was designed to

answer the question: Which of four commonly used art styles (photographic, representational, cartoon, and expressionistic), employed in children's tradebooks, did first, second, and third grade children prefer, when (a) pictures alone were presented, and (b) pictures were accompanied by varying text content. The effects of sex and grade level on the differences in children's preferences for styles were also investigated.

Method

Two hundred and fifty-five first, second, and third grade students, drawn from two elementary schools in Harrisonburg, Virginia, participated in the study. Overall, participants were a predominately white population, drawn from diversified socioeconomic levels. The city, with a population of 21,000, is the site of a state supported, four-year, liberal arts university. Other major industries include producers of agricultural products, clothing, drugs, farm chemicals, and air conditioners.

Instruments and Procedures

The Illustrations

From the review of the literature, the photographic, representational, cartoon, and expressionistic art styles were employed. Style, as herein used, is defined as the mode of expression used by an artist, generally discussed in terms of categories of style, such as representational, cubist, or impressionistic (Mayer, 1969, p. 383). Definitional statements for the styles employed were:

Photograph: "A colored photograph or Kodachrome transparency of the subject, one which uses the photographer's idea of the important aspects to be highlighted as to content, as to background/foreground interest" (Sloan, 1971, p. 29).

Representational: "An artist's idea of the subject, one which conforms as nearly as possible to the subject in its true form; one which

contains considerable detail and facts about the object but as perceived through the eyes of the artist as opposed to the photographer" (Sloan, 1971, p. 29).

Expressionistic: "An artist's idea transformed into mood, representational of the author's feeling for the subject; one which is less concerned with outer detail and more with inner structure; which leans heavily toward abstraction; frequently uses distorted images" (Sloan, 1971, p. 29).

Cartoon: "An animated caricature of the subject; is sometimes humorous or incongruous of the subject or situation. The artist's feelings for the subject are portrayed" (Sloan, 1971, p. 29).

Subject content was limited to animals. Two full color photographs, appropriate in subject content to complement both informational passages and fanciful animal stories, were selected from currently available children's materials. The two selected photographs were used as models, by professional artists, to produce two full picture sets, according to the following specifications: (1) Full color illustrations in cartoon, expressionistic, and representational styles were to be produced, using photographic content as a model; (2) Subject content, color, artistic medium, and artistic technique were to be held as constant as possible, within the limits set by style; (3) Tempera paints were to be employed in the reproductions. Two complete sets, one featuring a mouse as subject content and the other a rabbit, were produced. The picture sets were validated by an independent panel of three university art professors on the preceding criteria (which were developed to control extraneous variables), quality of each illustration, representativeness of each illustration for the designated art style, and completeness of picture sets. Each picture set was photographed in uniform color and finish and mounted on matte board. Position was randomly assigned for each style. Illustrations were labelled A, B, C, or D.

The Literary Content

Literary selections employed were one informational passage and one fanciful animal story of equivalent length, complementary to the pictorial content of one picture set. In all, four literary selections, recommended in standard book selection aids for elementary libraries, were employed. Literary selections were limited to content of tradebooks, a term used to describe that body of children's books meeting the criteria for literature, as opposed to textbooks developed for classroom instruction (Huck, 1976, pp. 82-83). Definitions of text content were:

Fanciful animal story: Text designed primarily to tell an interesting story and which feature talking animals or other imaginative elements.

Informational text: "Text designed primarily to impart factual information" (Sutherland, 1977, p. 586). Informational text employed was selected from non-fiction books for elementary libraries.

Literary selections (text content) were selected on the basis of the following criteria: (1) availability of both an informational book and a fanciful animal story with designated subject content; (2) availability of a suitable photograph to complement both the fanciful and informational texts. A panel of children's literature specialists evaluated the selections on: (1) suitability to the grade levels participating in the study; (2) suitability of the selections to meet the definitional requirements; and (3) suitability of the selections to complement the selected photographs.

Procedures

Children were randomly assigned by grade level and by sex to four treatment groups.

Treatment Group 1: Participants first viewed pictorial illustrations only using picture set B (PO Condition). Participants rank ordered their preferences as one, two, three, and four. Participants next listened to an informational text (T+P Condition, Content I), complementing

picture set A. Participants then viewed the pictorial illustrations and rank ordered their preferences as one, two, three, and four.

Treatment Group 2: Participants first viewed pictorial illustrations only using picture set A (PO Condition). Participants rank ordered their preferences as one, two, three, and four. Participants next listened to a fictional text, complementing picture set B (T+P Condition, Content F). Participants then viewed the pictorial illustrations of set B and rank ordered their preferences as one, two, three, or four.

Treatment Group 3: Participants first listened to an informational text, complementing picture set B (T+P Condition, Content I). Participants then viewed picture set B and rank ordered their preferences as one, two, three, and four. Participants then viewed pictorial illustrations only, using picture set A and rank ordered their preferences one, two, three, and four (PO Condition).

Treatment Group 4: Participants first listened to a fictional text, complementing picture set A (T+P Condition, Content F). Participants then viewed the pictorial illustrations of set A and rank ordered their preferences as one, two, three, and four. Participants then viewed the pictorial illustrations of set B, using pictures only, and rank ordered their preferences as one, two, three, and four (PO Condition).

Testing was done in a small group situation in either the library media center or adjoining conference rooms. Testing was done by trained administrators. Specific testing locations and administrators were randomly assigned. Children, when receiving the picture only condition, were first asked which picture they would most like to read about. Children then viewed the pictures and made their selections, by choosing pre-labelled cards from one of two card sets. If picture A was first choice, the child selected card A from the card set. The administrator then brought a large manila enveloped (labelled with school, treatment, grade level, first choice) around to each child, who then placed the preference card in the envelope. This procedure was repeated until all four choices had been made.

Children, when receiving the text + picture condition, first listened to a prerecorded passage. The children were asked which picture they thought

went best with the story. The children then viewed the appropriate picture set and chose the card from their card set which matched their first choices. The process was repeated until all four choices had been made. The order picture (picture only condition first, followed by the text + picture condition, or the text + picture condition first, followed by the picture only condition) and text content (informational or fanciful) heard varied with treatment group. Each child received one order picture and one type of text content. Order picture and content were randomly assigned to treatment groups. Both conditions (picture only and text + picture) were taken on each child. Condition was randomly assigned to treatment groups.

Prior to the general testing, a pilot study was conducted at James Madison University's (Virginia) Anthony-Seeger Campus School. During this study, administrators were trained and procedures tested.

Results

The major question addressed in the study was concerned with primary school children's preferences for artistic styles, when pictures alone were viewed, and when pictures were accompanied by text content. Four specific null hypotheses were tested within the major problem area:

Hypothesis 1: There is no statistically significant difference in children's rank preference of art styles between the styles, when pictures alone are employed in the study, with 95% confidence.

Hypothesis 2: There is no statistically significant interaction in children's rank preference of art styles between content of text material accompanying pictures and the styles, with 95% confidence.

Hypothesis 3: There is no statistically significant interaction in children's rank preferences of art styles between sex of participant and the styles, with 95% confidence.

Hypothesis 4: There is no statistically significant interaction in children's rank preferences of art styles between grade level of participant and the styles, with 95% confidence.

The data were collected and organized so as to provide ranked scores for preferences for styles for each participant (first, second, and third grade students) for each style (photographic, representational, cartoon, and expressionistic) and for each condition (picture only, text + picture). Each participant rank scored each picture style in a picture set, with first preference ranked as one, second preference two, and so on. Thus, the picture style receiving the lowest mean rank score was preferred. Style ranks constituted ipsative data. As a result, there was no between subjects variance across the independent variables, styles and text content.

Ranked scores were then grouped into categories of interest and a repeated measures analysis of variance by blocks was applied to test differences. Condition and styles constituted repeated measures since each participant ranked every style under both conditions. A hierarchical approach was employed so that each effect was adjusted for all other effects in the design for each repeated measure, resulting computationally as an all random effects design. This approach was used due to unequal cell sizes. Order picture was included as a blocking factor to partition out systematic error due to the order in which picture sets were rated. Order picture was randomly assigned.

A separate design for each repeated measures effect was performed. For each design, differences between styles were computed. Each variable included in the design was tested to determine whether the variable had an effect on the relationship between the styles and the children's rank preferences. The only main effect tested was that for the differences between the styles, necessary due to the ipsative nature of the ranks. Thus, all other variables

were determined as they interacted with styles.

Hypothesis 1

A 4 (Styles) x 2 (Content) x 2 (Order picture) repeated measures ANOVA, performed on the rank preference scores for styles in the picture only condition, yielded the following significant effects: the styles main effect, $F(3,250) = 25.90, p < .00001$; and the Styles x Content interaction, $F(3,250) = 3.35, p < .02$. The styles main effect in the picture only condition indicated significant differences between the styles, when pictures alone were viewed by participants. The significant Styles x Content interaction indicated that text content influenced participants' preferences, when the text + picture condition preceded the picture only condition. As noted previously, each effect was adjusted for all other effects in the design for each repeated measure. See Figure 1.

Analyses of simple effects, using the conservative Scheffé procedure, was conducted on the mean rank scores for the styles, in the picture only condition. Comparisons were based on the rank order preference for the styles as follow: photograph ($M = 2.16$) vs cartoon ($M = 2.24$); cartoon vs representational ($M = 2.63$); and representational vs expressionistic ($M = 2.92$). The analyses yielded no significant difference between the mean rank scores for the photographic and cartoon styles, $F(3,253) = .41, p > .05$; a significant difference between the mean rank scores for the cartoon and representational styles, $F(3,253) = 15.29, p < .01$; and no significant difference between the mean rank scores for the representational and expressionistic styles, $F(3,253) = 6.00, p > .05$. The cartoon and photographic styles were equally preferred in the picture only condition, while the representational and expressionistic styles were equally less

GRAPH: EFFECTS FOR STYLES

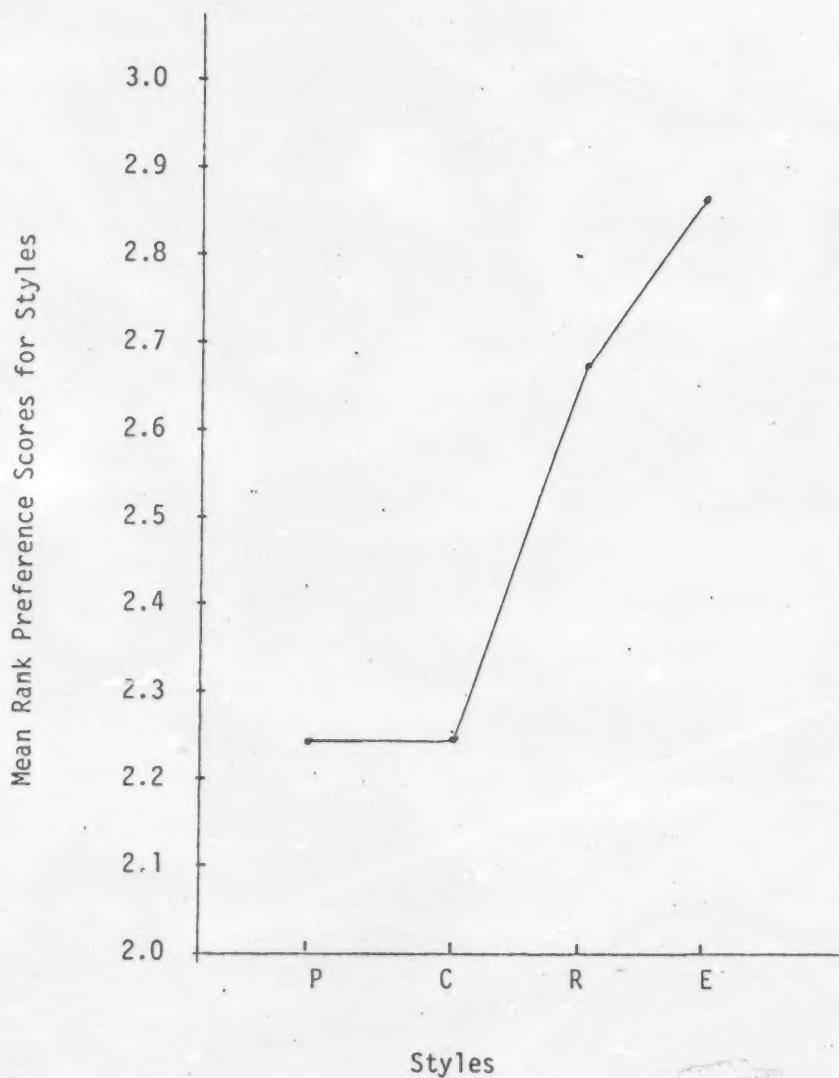


Figure 1: Mean rank preference scores for styles (photographic, cartoon, representational, and expressionistic). Criterion variable was mean rank preference score for picture only and text + picture condition.

preferred.

Hypothesis 2

A 4 (Styles) x 2 (Content) x 2 (Order picture) x 2 (Conditions) repeated measures ANOVA performed on the average of the participants' combined rank preference scores in the picture only and text + picture conditions yielded the following significant effects: the styles main effect, $F(3,250) = 37.68$, $p < .00001$; and Styles x Content interaction, $F(3,250) = 3.73$, $p < .01$. The relationship was graphed in Figure 2. The design, employing the participants' rank scores for the styles in the picture only condition and the participants' rank preference scores in the text + picture condition, yielded no significant difference in the Styles x Condition interaction, $F(3,250) = 1.51$, $p > .05$, while a significant difference in the Styles x Content x Condition interaction was achieved, $F(3,250) = 6.04$, $p < .0006$. The Styles x Content interaction, which was critical to research expectations, was significant, indicating that content of text material had an effect on the differences between the styles. The significant Styles x Content x Condition interaction supported the conclusion of an effect for content on the differences between the styles.

Analyses of simple effects using the conservative Scheffé procedure was conducted on the mean rank scores for the styles in the text + picture condition. First, comparisons were made on the rank order preferences for the styles, when accompanied by informational content, as follow: photographic ($M = 2.07$) vs cartoon ($M = 2.52$), cartoon vs representational ($M = 2.60$), and representational vs expressionistic ($M = 2.79$). The analyses yielded no significant difference between the mean rank scores for the photographic and cartoon styles, $F(3, 126) = 6.45$, $p > .05$, when pictures were accompanied by an informational text. The F statistic did achieve statistical significance at the less conservative .10 level of

INTERACTION GRAPH: STYLES X CONTENT INTERACTION

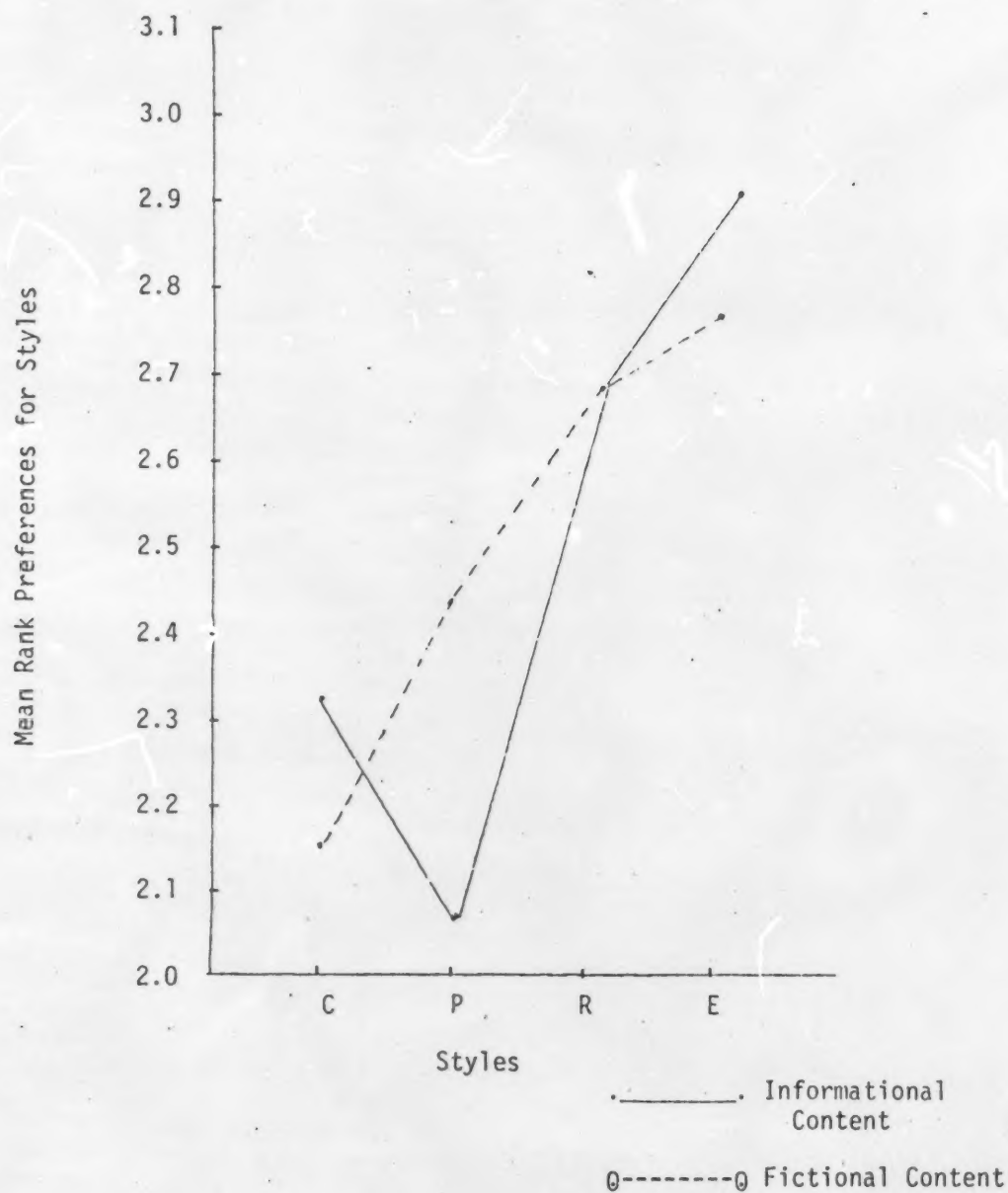


Figure 2. Mean rank preference scores for content (informational and fictional) on styles (cartoon, photographic, representational, and expressionistic). Criterion variable was mean rank preference score for picture only and text plus picture conditions.

significance. No significant difference between the mean ranks for the cartoon and representational styles, $F(3, 126) = .20, p > .05$, or for the representational and expressionistic styles, $F(3, 126) = 1.6, p > .05$ was achieved. Under rigorous test conditions, no statement of preferences for art styles accompanying informational text can be made with 95% confidence.

Analyses of simple effects using the conservative Scheffé procedure was conducted on the mean rank scores for the styles in the text + picture condition for the styles as they accompanied fanciful animal stories. Comparisons were made on the rank order preference for the styles, as follow: cartoon ($M = 1.94$) vs photographic ($M = 2.58$), photographic vs representational ($M = 2.74$), and representational vs expressionistic ($M = 2.74$). The analyses revealed significant difference between the mean ranks for the cartoon and photographic styles, $F(3, 126) = 13.03, p < .01$. The statistic revealed no significant difference between the mean rank scores for the photographic and representational styles, $F(3, 126) = 1.37, p > .05$ or for the representational and expressionistic styles, $F(3, 126) = 0, p > .05$. Participants preferred the cartoon style to accompany fanciful animal stories.

Hypothesis 3

A 4 (Styles) x 2 (Content) x 2 (Order picture) x 2 (Condition) x 2 (Sex) repeated measures ANOVA performed on the average of the combined rank scores for the picture only and text + picture conditions reconfirmed the statistical results obtained in the preceding designs. A non-significant result was obtained in the comparison of interest: Styles x Sex interaction, $F(3, 248) = .61, p > .05$. Sex of participant did not affect the differences

between the styles. This result was supported by a non-significant Styles x Sex x Content interaction, $F(3,248) = .73, p > .05$.

Hypothesis 4

A 4 (Styles) x 2 (Content) x 2 (Order picture) x 2 (Condition) x 3 (Grade level) repeated measures ANOVA performed on the average of the combined rank scores for each style in the picture only and text + picture conditions reconfirmed results obtained in preceding designs. The comparison of interest was the Styles x Grade interaction which yielded a significant difference, $F(6,246) = 2.27, p < .04$. The relationship was graphed in Figure 3. Grade level had an effect on the differences between the styles. The Styles x Grade x Content interaction did not achieve statistical significance, $F(6,246) = 1.38, p > .05$. There was no significant effect on the differences between the styles with informational or fictional content for first, second, and third grade children. The Styles x Grade x Condition interaction reached statistical significance, $F(6,246) = 3.08, p < .006$. There was a significant effect on the differences between the styles with the picture only and text + picture conditions for first, second, and third graders.

Since a significant Styles x Grade interaction was obtained, the F statistic was employed to test for the comparison of interest, that is first, second, and third grade children's mean rank preference scores for each art style within the style, in the picture only condition. The statistic indicated that first, second, and third grade children differed significantly in their mean rank scores for the photograph, $F(2,252) = 4.53, p < .01$, and for the expressionistic style, $F(2,252) = 10.57,$

INTERACTION GRAPH: STYLES X GRADE

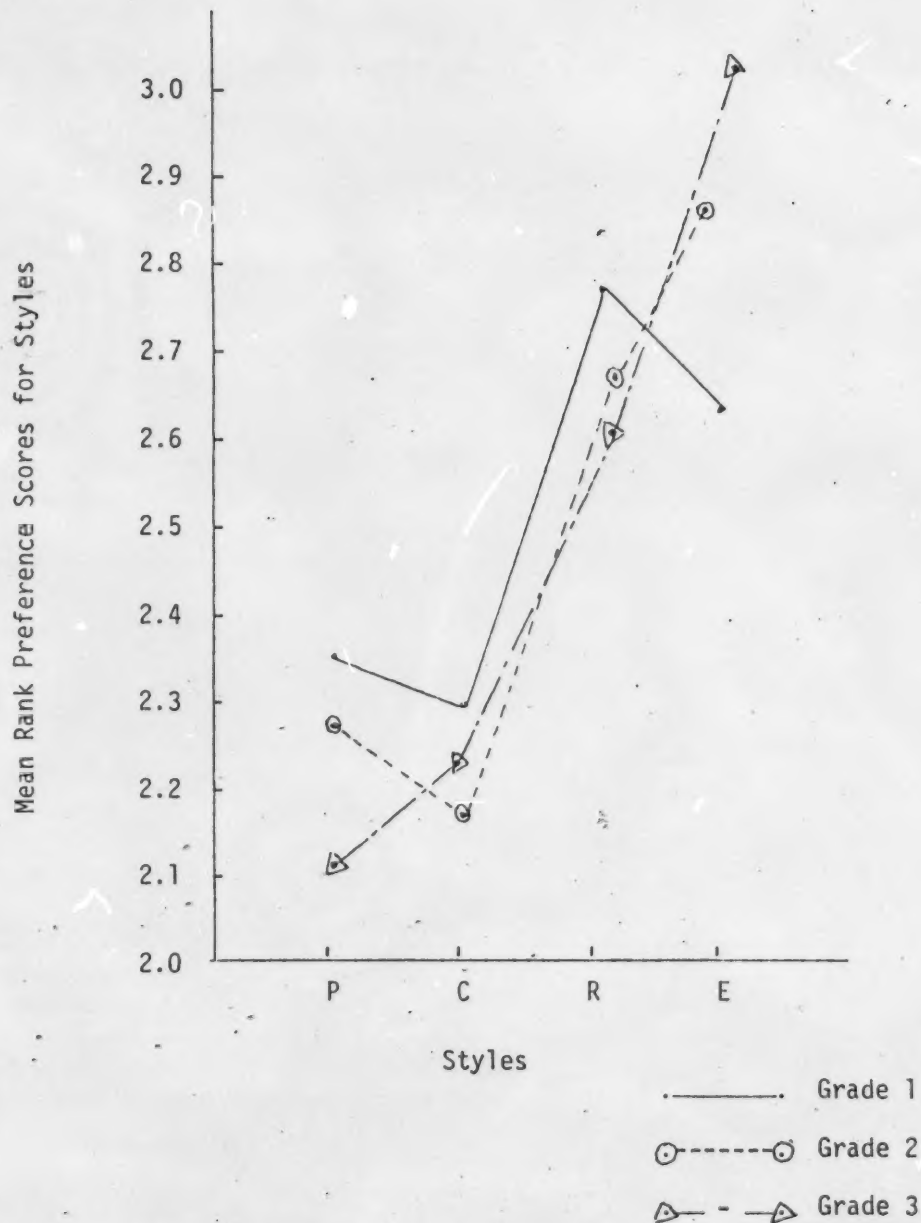


Figure 3. Mean rank preference scores for grades (first, second, and third) on styles (photographic, cartoon, representational, and expressionistic). Criterion variable was mean rank preference score for picture only and text + picture conditions.

$p < .00001$, when pictures alone were employed in the study. The statistic indicated no significant differences in first, second, and third graders' mean rank scores for the representational style, $F(2,252) = .20$, $p > .05$, or for the cartoon, $F(2,252) = 2.42$, $p > .05$. Preference for the photograph increased with grade level, while preference for the expressionistic style decreased with grade level, in the picture only condition.

The conservative Scheffé procedure was conducted to test for differences between grade one and grade two and differences between grade two and grade three in mean rank preference scores for each style, within the style, in the picture only condition. Significant difference was obtained for the expressionistic style, when mean rank scores of first and second graders were compared, $F(2,252) = 13.15$, $p < .05$. No significant differences were obtained in the remaining comparisons. There was no significant difference between mean rank scores for first and second graders within the photographic style in the picture only condition, $F(2,252) = 1.93$, $p > .05$, or for second and third graders, $F(2,252) = 2.8$, $p > .05$. Since statistical differences between grades overall was obtained, this indicated that first graders differed significantly from third graders in preference for the photographic style, in the picture only condition. No significant difference was found when mean rank scores for second graders were compared with third graders for expressionistic style, $F(2,252) = .27$, $p > .05$. These results suggested that style preferences became more definite with increase in grade level, when pictures only were observed. Differences between preferences of first and second/third graders developed. Second and third graders were consistent in style choices. Preference for the photograph increased with grade level, with third graders differing

significantly from first graders in preference for photographic style. Second and third graders registered significantly less preference for the expressionistic style than did first graders in the picture only condition.

The conservative Scheffé procedure was conducted to test for differences between the grades in the text + picture condition. The statistics indicated no significant differences between first, second, and third graders within each style: photographic, $F(2,252) = .10, p > .05$; representational, $F(2,252) = 2.19, p > .05$; expressionistic, $F(2,252) = .83, p > .05$; and cartoon, $F(2,252) = .33, p > .05$. First, second, and third grade students did not differ in their preferences for each art style in the text + picture condition.

The Bartlett-Box F statistic was calculated to test for homogeneity of dispersion matrices across contrast cells for each of the preceding designs. No significant differences were found at the .05 level of significance. The assumption of homogeneity of variance/covariance was satisfied.

Conclusions

The results of this investigation indicated that styles influenced children's picture preferences, when picture preferences were related to the book selection process. When asked the question, "If you were going to the library to select a book, which one of these pictures would you most like to read about?" children preferred pictures featuring the photograph and the cartoon. Representational and expressionistic styles were equally less preferred. A preference for realistic art has

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long been noted in the children's picture preference studies conducted to date. Children's preference for the photograph in this study was consistent with these results. The recorded preference for the cartoon was not, however. It should be noted that this study was designed to contribute to previous investigations of children's preferences for styles, few of which included the cartoon style. Certainly, today's child is exposed to cartoon programming in television and other media, which may have influenced style preferences.

No studies of children's preferences for styles when text material accompanied pictures have investigated specifically the influence of content on primary children's preferences for styles. Results of this study indicated that content had an influence on style preferences, although the influence across all styles was limited. Influence of content was limited to preferences for the cartoon and photograph. When children heard a fanciful animal story, the cartoon was preferred, while all other styles were equally less preferred. When passages from standard informational tradebooks were heard, children selected the photograph more frequently, although conservative testing criteria did not support any statement that differences were not due to chance. These results provided at least partial support for the viewpoint that children's preferences for styles vary with type of literary form, as concluded by earlier studies. Certainly, use of the cartoon style to illustrate fanciful animal stories is recommended. Further investigation of style preferences for informational text material is required before recommendations can be made.

When the subject content was limited to animals, boys and girls did not differ in their preferences for styles, either when pictures alone were

employed and when pictures were accompanied by text material. Boys in the study did not differ from girls in preference for the photograph, as suggested by some researchers. Since primary age children were included in the study, differences in interests may not have been as highly differentiated between the sexes as might be expected with older children.

Finally, the results of the study indicated that first graders did not exhibit a well developed preference for individual art styles, when selections were made from a series of pictures. Second and third graders were more marked in their style preferences and were consistent in their choices. These results were consistent with earlier research. Further, research results indicated that first, second, and third graders were consistent in their preferences for illustrative styles to accompany a particular type of literary content. Thus, application of an integrated tradebook design, in this case choosing illustrative style to complement literary content, should be employed in tradebooks designed for first, second, and third grade children. Overall, observed differences between the grades do not suggest that different illustrative styles should be used to illustrate materials designed for different grade levels.

One of the purposes of research is to provide direction for future investigations. Following testing, the researcher discussed the art work with participants. Participants were very consistent in associating the photograph with "real" things, while the cartoon was associated with "pretend" things. These results suggested that children associated the photograph with depiction of reality, while cartoon style was associated with pretend or imaginative elements. If such a relationship exists (a suggested topic for future research) informational books would be logically associated with the

most realistic style, the photograph; while imaginative stories, such as fanciful animal tales, would be illustrated with the cartoon. These results would support the research results found in the study.

Children's verbal responses also suggested a rationale for the failure of the photograph to achieve statistical significance with informational content. Verbal responses suggested that primary children, when interpreting information presented in the verbal mode, may draw inferences from vocabulary and type of story narrative not consonant with adult interpretations. For example, children's verbal comments to one informational passage employed, Whitefoot; the Story of a Wood Mouse, suggested that there may have been some confounding of results, if a real/pretend model is applied, due to children's interpretation of the term, "wood mouse." Some children indicated that they interpreted the term as synonymous with wooden mouse and hence classified the story as imaginative. The story like narrative may have reinforced this assumption. Visual inspection of means for the two informational passages supported this conclusion. Further investigation of this relationship is recommended. If such a relationship is valid, a need for more informational books, illustrated with photographs, for primary children should be assessed by the publishing industry. Those children who preferred the photograph may be looking for realism and information, when they select a book. Yet, there are few informational books meeting these criteria available for primary grade audiences.

Some suggested topics for further research include: (1) Do children associate highly realistic art styles with realism in text material? (2) Do children associate less realistic styles with imaginative qualities in literature? (3) What illustrative styles do children prefer with other literary

forms? (4) Do children use illustrative style as a key to type of content included in a book?

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